

**Texas Education Agency  
Standard Application System (SAS)**

<b>2017–2019 Public Charter School Program Start-Up Grant</b>		
<b>Program authority:</b>	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="text-align: center;"> <b>RECEIVED</b>              TEXAS EDUCATION AGENCY              DEC 15 AM 10:51  <small>Place date stamp here</small> </div> </div>
<b>Grant Period</b>	May 1, 2017, to July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, December 15, 2016	
<b>Submittal Information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">             Document Control Center, Grants Administration Division              Texas Education Agency, 1701 North Congress Ave              Austin, TX 78701-1494           </div>	
<b>Contact information:</b>	Arnoldo Alaniz: CharterSchools@tea.texas.gov; (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Goodwater Montessori School	246802	001	
Vendor ID #	ESC Region #	DUNS #	
46-4523814	13	024123961	
Mailing address	City	State	ZIP Code
PO Box 1896	Georgetown	TX	78627

**Primary Contact**

First name	M.I.	Last name	Title
Kathy	T	McSpadden	President, Board of Directors
Telephone #	Email address		FAX #
512-639-2880	kmcspadden@wilcomontessoripartners.org		NA

**Secondary Contact**

First name	M.I.	Last name	Title
Christi	R	Cowden	Grantwriter
Telephone #	Email address		FAX #
512-673-2988	ccowden@wilcomontessoripartners.org		NA

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Kathy		McSpadden	Ms.
Telephone #	Email address		FAX #
512-639-2880	kmcspadden@wilcomontessoripartners.org		NA
Signature (blue ink preferred)	Date signed		

*December 13, 2016*

Only the legally responsible party may sign this application.

**701-16-101-017**

**Schedule #1—General Information**

County-district number or vendor ID: 246802 Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li> <li>Either of the following: <ul style="list-style-type: none"> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR</li> <li>A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul> </li> </ul>
2	Board of Trustees Approval	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>A detailed description of the admission requirements for the campus charter;</li> </ul>

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		<ul style="list-style-type: none"> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
X	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition. A charter school means a public school that: <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and</li> </ol>

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By TEA staff person:

	<p>secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <p>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</p> <p>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</p> <p>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</p> <p>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</p> <p>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Goodwater Montessori School, through its nonprofit governing body, WilCo Montessori Partners (WCMP), requests funding via the 2017-2019 Public Charter School Program Grant to fund a large portion of its startup expenses before it opens its doors in Fall 2017. As a Subchapter D open-enrollment charter school, Goodwater Montessori School will be the first public Montessori school to serve the students and families of fast-growing Williamson County, Texas.

The school will implement the Montessori Method, a 100-year old pedagogy founded by Dr. Maria Montessori in the early 20<sup>th</sup> Century. The school intends to bring an increased level of accountability to the Montessori classroom by layering on formative and summative assessments, including assessments mandated by the State of Texas, as well as ensuring that educational outcomes exceed those of traditional public and private Montessori schools. Goodwater Montessori's focus is on educating the whole child, ensuring development of the executive function skills and social-emotional learning that are proven to be indicators of success later in life. Students will become life-long learners and collaborative, creative, and confident adults, prepared and eager to contribute to their communities.

A public Montessori school in Williamson County serving pre-K through grade eight will have an impact on the diversity of learning options for parents, students, and families, especially in the central area of Georgetown, Texas. Goodwater Montessori will provide a truly individualized education to all students through 3-hour work periods, individual and collaborative project work, hands-on materials, freedom of movement, a strong connection to nature, and mixed-age classrooms that promote the development of leadership skills in all students. The school will be truly unique as it seeks to transform families through the Montessori experience by providing extensive parent education and a close connection to the greater Williamson County community

As Goodwater Montessori implements its Montessori program, all staff members will be a vital part of the ongoing development and improvement plan. Leaders recognize that the thorough execution of professional development opportunities, as well as a whole-school management approach, will enroll teachers and staff to high levels of accountability to children and families, and to the constant improvement of all aspects of the school. The Goodwater Montessori leadership team will always lead by example with inclusion, open minds, and responsiveness seen in few schools.

Goodwater Montessori will open its doors in 2017 with 334 students aged 3-12. A seventh and eighth grade will be added in years two and three of operations, respectively, and will continue to operate with pre-K-eighth grade during the first, 5-year charter period, culminating in a student enrollment of 521 in year five. The school projects that the student body will reflect that of the occupied traditional school district with nearly 50% of students on the free- and reduced-lunch program. A diverse student population will be guaranteed through marketing efforts and the lottery admissions process.

Goodwater Montessori based its budget on a TEA-provided template included in the Generation 21 charter application, and its development was guided by the Board Treasurer. That template provided for a standard state-funded, per-student allotment, as well as appropriate budget categories and line items. Charter Development Team members carefully gathered information from Montessori and charter school resources to determine expense budgets. The budget was reviewed prior to the Generation 21 submittal by a financial consultant who also consults for the Texas Charter Schools Association. The Team continues to develop the budget to fully represent how the school will operate and how expenditures will be executed.

The stated purpose of this federal Public Charter School Program grant is to provide "financial assistance for the planning, program design, and initial implementation of charter schools and expand the number of high-quality charter schools available to students." Goodwater Montessori School will provide the families of Williamson County with a high quality charter school option that features a proven, yet also innovative, curriculum traditionally available only to those with greater financial means. Goodwater Montessori aims to enroll students of all backgrounds in Williamson County, giving them the chance to experience the benefits of a Montessori education in a truly diverse environment.

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By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The needs assessment process was developed by a committee comprised of WCMP Board members, the Head of School, and two community volunteers who have been heavily involved as members of the Charter Development Team. This committee determined the efficacy of the process with heavy input from the Head of School and the Board President, as they are the most familiar with the academic, financial, and operational requirements of charter school administration. In the future, they and the WCMP Board will determine if and when the process should be updated or changed based on enrollment and financial projections.

The management of the grant program will be directed by the Assistant Head of School with oversight by the Head of School and in partnership with the Business Manager with input from the Registrar and Lead Teachers. The Treasurer of the Board of Directors will also provide governing oversight to the process. The Assistant Head of School and the Business Manager will both receive training and guidance in federal grant management and reporting from the Texas Education Agency (TEA) and will engage in thorough consultation with other experts to ensure compliance with all reporting requirements.

Evaluation of the program will be both qualitative and quantitative and lead by the Head of School. The Head of School will have access to all academic, financial, and operations records and will perform continual analysis of that data with input from the Business Manager, Registrar, and the Board. Academic data will be obtained quantitatively through formative and summative assessments, state testing, as well as student performance tracked via MRX, the Montessori academic progress system. Qualitative assessment will occur through teacher observations of student work and the students' own portfolios. That academic data will be measured, compiled, and analyzed using both Montessori and state metrics to determine effectiveness of program delivery.

Financial evaluation will be designed to ensure that all grant funds are spent as appropriate on approved grant activities as outlined in the documents provided by TEA. The Business Manager will direct all aspects of the business and financial operations of the school including tracking and monitoring grant fund expenditures and working with the Assistant Head of School to ensure proper compliance with oversight from the Board of Directors, particularly the Treasurer.

Evaluation of the prepared environment – a large portion of the grant request from Goodwater that includes Montessori materials and furniture – will be conducted by the Head of School and each classroom teacher in accordance with the Association Montessori Internationale, which sets the standards for Montessori classroom preparation for maximum effectiveness and delivery of the curriculum to all students. The school will also refer to the Montessori Assessment Outline from the North American Montessori Teachers Association (NAMTA) Whole School Handbook. Staff performance and evaluation will occur using Texas Teacher Evaluation and Support System (T-TESS) and with guidance from National Association of Montessori in the Public Sector (NAMPS) as well as the NAMTA Whole School Handbook.

This grant application demonstrates, along with the approved Generation 21 Charter Application, that Goodwater Montessori School has answered all statutory requirements as well as the requirements of TEA to operate a Subchapter D open-enrollment charter school.

Finally, Goodwater Montessori School is committed to the goals laid out in this grant program focused on increasing the number of high-quality charter schools available to students. The school will be the first public Montessori school in Williamson County, Texas, bringing a much-needed option to this fast-growing area.

The five year budget reflects the ability of the school to operate upon completion of the grant period in 2019 and far beyond as explained in Schedule 16, Statutory requirement #2.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 246802 | Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: May 1, 2017, to July 31, 2019

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$128,260	\$0	\$128,260
Schedule #8	Professional and Contracted Services (6200)	6200	\$11,640	\$101,480	\$113,120
Schedule #9	Supplies and Materials (6300)	6300	\$285,220	\$25,360	\$310,580
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$183,040	\$65,000	\$248,040
Grand total of budgeted costs (add all entries in each column):			<b>\$608,160</b>	<b>\$191,840</b>	<b>\$800,000</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 246802			Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>Academic/Instructional</b>						
1	Teacher	15	0	\$26,667	\$0	\$26,667
2	Educational aide	13	0	\$10,833	\$0	\$10,833
3	Tutor			\$	\$	\$
<b>Program Management and Administration</b>						
4	Project director	1	0	\$37,500	\$0	\$37,500
5	Project coordinator	1	0	\$14,875	\$0	\$14,875
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor			\$	\$	\$
8	Secretary/administrative assistant			\$	\$	\$
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper	1	0	\$14,500	\$0	\$14,500
11	Evaluator/evaluation specialist			\$	\$	\$
<b>Auxiliary</b>						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator	1	0	\$1,438	\$0	\$1,438
<b>Other Employee Positions</b>						
15	Registrar	1	0	\$8,625	\$0	\$8,625
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$	\$	\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$	\$
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$13,822	\$0	\$13,822
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$	\$	\$
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$128,600</b>		<b>\$128,600</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

**For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)				
County-district number or vendor ID: 246802		Amendment # (for amendments only):		
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.				
Professional and Contracted Services				
#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	Professional Development Instructional Staff	\$0	\$33,000	\$33,000
2	Montessori Teacher Training for 2 teachers and all assistants	\$0	\$68,480	\$68,480
3	Communications	\$11,640	\$0	\$11,640
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$11,640	\$101,480	\$113,120
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$11,640	\$101,480	\$113,120

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 246802		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$285,220	\$25,360	\$310,590
<b>Grand total:</b>		<b>\$285,220</b>	<b>\$25,360</b>	<b>\$310,590</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 246802		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		\$	\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 246802

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2	Computers			\$30,000	\$0	\$30,000
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
12	Finance/PEIMS/HR Software		\$	\$0	\$65,000	\$65,000
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
19	Furniture – Administrative	1	\$6,000	\$6,000	\$0	\$6,000
20	Classroom Furniture	4	\$7,720	\$30,880	\$0	\$30,880
21	Classroom Furniture – Elementary	9	\$12,240	\$110,160	\$0	\$110,160
22	Classroom Furniture – Special Education	1	\$6,000	\$6,000	\$0	\$6,000
23			\$	\$	\$	\$
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
29				\$	\$	\$
<b>Grand total:</b>				<b>\$183,040</b>	<b>\$65,000</b>	<b>\$248,040</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goodwater Montessori School leaders formed a CSP Grant Committee that includes the Head of School, the President of the Board of Directors, the Treasurer of the Board of Directors, and two community volunteers with expertise in the areas of communications, fundraising, nonprofit management, and public education. All members of the committee have experience in the Montessori curriculum either as teachers, school board members, or parents - or some combination of the three. Three of the members made up Goodwater Montessori School's Charter Development Team that prepared the Generation 21 Charter application.

The committee began consideration of these needs well before the release of the CSP RFA in October 2016. The committee met biweekly leading up to the submission of the grant.

The committee developed the needs assessment process based on the school's first objective to provide the opportunity for a Montessori education to all families in Williamson County while keeping true to the pedagogy. The committee then considered best practices to deliver the advantages of the curriculum to the students. Using this framework, combined with the commitment to meet state standards, the grant committee assessed and prioritized the needs beginning with the critical elements required to meet the Association Montessori Internationale (AMI) and state standards within the context of the objectives of the federal Charter School Program.

Their objectives in identifying and prioritizing needs, in no particular order included:

- Cultivation of a school culture based on inclusion and collaboration
- Support for staff development, both instructional and non-instructional, in order to best meet the needs of the students
- Financial sustainability of the school in the long term
- Aligning the pedagogy with state standards
- Meeting the needs of all students regardless of academic ability
- Expanding innovations in the education landscape in Williamson County and Georgetown communities
- Implementing an effective parent education and engagement program

The needs were prioritized based on creating an authentic Montessori environment focused on the financial, academic, and best practice elements evaluated by the Texas Education Agency (TEA), followed by identifying the components needed to support those priorities for the long-term sustainability of the school. The final five identified needs are:

1. Create an authentic Montessori prepared indoor and outdoor environment to serve the students of Williamson County while allowing them to achieve their full potential in supportive and innovative ways
2. Ensure operational excellence for long-term sustainability of the school and highest educational opportunities for the students.
3. Optimize staff effectiveness, both instructional and non-instructional, to ensure best practices in all aspects of school instruction and administration.
4. Promote the development of the Whole Child as part of the Montessori pedagogy while serving as an innovative educational institution in Williamson County for the benefit of all, including through community service projects.
5. Cultivate an open and collaborative school culture that supports parent, student, and community engagement to promote student and family retention.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Create an authentic Montessori prepared indoor and outdoor environment to serve the students of Williamson County while allowing them to achieve their full potential in supportive and innovative ways.	A large portion of the CSP grant will go directly to procuring Montessori materials and furniture for 13 classrooms. These materials are of high quality, non-disposable, and meant to last for years. They are the critical element to any true Montessori classroom. This will also include the classroom technology as well as the MRX system used by teachers to track student progress in the Montessori curriculum as well as standard benchmarks and assessments.
2.	Ensure operational excellence for long-term sustainability of the school and highest educational opportunities for the students.	School operations supported by this grant will encompass all aspects of an efficient and well-run school allowing students to work at their highest levels. The grant program will provide support for proper record keeping (PEIMS), financial records and reporting, efficient communication with TEA, school maintenance, the ever-evolving campus improvement program, and the health and safety needs of students and staff.
3.	Optimize staff effectiveness, both instructional and non-instructional, to ensure best practices in all aspects of school instruction and administration.	Professional development is key to the success of any school and satisfaction of school staff. This area of need will be addressed through funding for Montessori training for teachers and assistants, SpEd and ESL professional development, modules from Educational Service Center (ESC) Region 13, and the Texas Charter School Association (TCSA) for all staff including non-instructional, and training for CPR, first aid, and other staff instruction.
4.	Promote the development of the Whole Child as part of the Montessori pedagogy while serving as an innovative educational institution in Williamson County for the benefit of all, including through community service projects.	The grant program will provide for the needs of the students beyond the traditional academic requirements including their social, emotional, physical, executive function, and character development. The development of the Whole Child will occur through the outdoor spaces, library, and special needs programs in order to foster a supportive and nurturing community to promote the personal growth of all students.
5.	Cultivate an open and collaborative school culture that supports parent, student, and community engagement to promote student and family retention.	The grant program will provide for student recruitment needs and communication tools to educate and engage parent.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Head of School CEO/Superintendent	Bachelor's Degree Required; Master's preferred. Experience in Montessori classroom management, public school classroom management, and school management preferred. AMI Primary and/or Elementary Certificate Required, AMI Administrator Certificate preferred.
2.	Assistant Head of School	Bachelor's Degree required; 3+ years' management experience required, public school experience preferred; AMI Administrator's certificate preferred.
3.	Business Manager	Bachelor's Degree required (accounting, finance, business preferred); MBA preferred; Public school finance required; Management experience preferred; CPA preferred
4.	Registrar	Bachelor's Degree required; Experience with PEIMS reporting required; familiarity with Montessori education preferred
5.	Lead Teachers	Bachelor's Degree required; AMI diploma required; 3+ years managing a Montessori classroom; AMI Certifications required for respective levels.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By Sept 1, 2017, 100% of the classrooms will be prepared to AMI standards.	1. Montessori materials ordered and delivered	05/01/2017	07/15/2017
		2. Teachers prepare their classrooms	08/01/2017	08/15/2017
		3. Classrooms are evaluated for AMI standards	08/15/2017	09/01/2017
		4. Students begin learning in the classrooms	08/14/2017	05/31/2019
		5. Effective alignment of TEKS and Montessori	08/01/2017	05/31/2019
2.	Beginning Fall 2017, PEIMS data certified for submission by the superintendent will have accuracy rate of 100%.	1. School implements financial & student software	05/01/2017	08/15/2017
		2. Business Manager begins training	05/01/2017	05/31/2017
		3. Registrar with PEIMS experience begins work	06/01/2017	
		4. School complies with all TEA reporting	08/15/2017	05/31/2019
		5. Registrar performs accurate & timely data input	08/15/2017	05/31/2019
3.	By July 15, 2018, 85% of staff is retained for Year 2.	1. Montessori-trained teachers are hired	05/01/2017	08/01/2017
		2. Ongoing professional development	08/01/2017	05/31/2019
		3. Training for Head of School and Asst. Head	05/01/2017	08/01/2017
		4. Staff evaluates training to improve effectiveness	08/01/2017	05/31/2019
		5. End of year staff survey	04/31/2017	05/15/2017
4.	By May 31, 2018, 85% of special populations (SpEd, ESL, etc.) will achieve mastery of Montessori lessons.	1. Special Needs and ESL Teachers hired	05/01/2017	
		2. Teachers receive training	06/15/2017	08/15/2017
		3. Students receive proper identification	08/15/2017	05/31/2019
		4. TELPAS results in student release from ESL	04/01/2018	05/31/2019
		5. School identifies SpEd service providers	06/01/2017	08/15/2017
5.	By May 31, 2018 enrollment at every grade level will be at 98% of max. projected enrollment goal.	1. Conduct community awareness campaign	05/01/2017	07/31/2017
		2. Complete Montessori 101 trainings for parents	07/01/2017	09/15/2017
		3. Student Vacancies filled through the wait list	08/01/2017	05/31/2019
		4. Execute Parent Communication Plan	06/01/2017	05/31/2019
		5. Conduct Parent Climate survey	04/01/2018	04/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The school will use the MRX system and other digital systems to monitor student progress in TEKS mastery and the Montessori curriculum. While the daily work of the Montessori student may seem unstructured and self-directed, the system used to track progress provides concrete information of academic development and a clear picture of the student progress for parents, teachers, and administration both on an individual basis and as a whole. Staff evaluations will occur through T-TESS and tools published by NAMPS.

Plans will be adjusted based on review of data and information compared with internal and external benchmarks and other criteria. Communications about any needed changes will occur promptly and thoroughly with the staff, teachers, students, parents, and members of the community through varied communication channels.

Goodwater Montessori will implement an early student dismissal every Wednesday for the purpose of staff development and collaboration. Communication about overall student progress, staff and school performance, as well as program development will be addressed weekly. The Montessori pedagogy calls for frequent communication and conferences with parents on student progress. Through these communications, parents will have a clear picture of their child's progress and any instructional changes that need to be made. The school will communicate on a wider basis to parents during twice-yearly, all-school meetings to update families on achievements, changes, staff, program expansions, volunteer opportunities, and more. Goodwater will also communicate to families through a weekly newsletter.

The school will continue to cultivate good relationships with community partners and the media to keep them informed about school progress and changes.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goodwater Montessori School is the result of a grassroots effort in the city of Georgetown by parents and educators who want to provide the opportunity for a Montessori education to all families in Williamson County regardless of financial status. Goodwater Montessori is not aware of any outside organization engaged in a similar mission or project.

The school has already created partnership agreements with a number of local organizations to educate prospective families and students about Montessori and Goodwater in particular. The school has pursued and will continue to pursue grant opportunities, funding, and partnerships with outside organizations. Goodwater will continue to look to established public and charter Montessori schools as models and partners as well as organizations such as NAMPS, ESC Region 13, and Lumen Education in Dallas to establish and implement best practices, further ensuring effectiveness of the CSP grant funds.

Internally, Goodwater Montessori School will ensure proper grant compliance and project success lead by the Assistant Head of School with oversight by the Head of School and in partnership with the Registrar, Business Manager, and instructional staff. The school culture of collaboration and open communication will foster a shared sense of responsibility and pride in the school leading to high teacher and student retention in an authentic Montessori environment. The Assistant head of school will ensure proper record keeping and continue open communication with the TEA Grant Administration for evaluation and reporting purposes.

Additionally, the Board of Directors will provide indirect stewardship over administration of CSP grant funds as well as funds from other sources as part of its fiduciary duty.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Evaluate student progress using MRX, Portfolios, STAAR to track student progress	1.	Each child achieves 85% mastery of Montessori lessons by end of Year 1
		2.	Student portfolios show mastery of academic work presented
		3.	STAAR ratings show "Met Standard" and 2 Distinctions
2.	Ensure financial health using FIRST standards and timely audit	1.	Achieve "pass" rating for required standards
		2.	Perform at or under annual budget
		3.	Complete audit by December 1, 2018
3.	Evaluate instructional staff using T-TESS and Montessori standards	1.	Staff achieves either proficient or accomplished level on T-TESS
		2.	Head of School observes teachers using NCPMS work engagement form
		3.	85% staff retention annually
4.	Evaluate special needs education delivery and training using ARD process	1.	School meets all Federal and State statutory requirements
		2.	Students meet IEP goals
		3.	Parents of special needs students indicate satisfaction in survey
5.	Measure student enrollment and retention using PEIMS data	1.	Documented average daily attendance rate of 95%
		2.	85% of current students are retained
		3.	Student diversity reflects that of community

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On a broad level, the Head of School will constantly monitor and assess all manner of collected data to understand the broad picture, analyze individual classrooms and programs, and observe individual student and staff progress.

Each classroom teacher will take attendance twice daily. If there is a pattern of absences for particular students, the school will reach out to the parents. The official attendance will be taken daily at 10 a.m. and then reported to the registrar, who will input that data in to the PEIMS record-keeping system. That data will be reported to the Business Manager internally as well as externally to ESC Region 13, TEA, and the school record management provider. The registrar will use the data to identify potential problem areas in order to correct them. Year 1 student population of 334 with a 95% average daily attendance would reflect attendance of 318 students daily.

Student academic data will be collected daily through teacher observations and recordings in MRX as well as through the student's own work journals and portfolios. On a weekly basis, teachers will meet with each student one-on-one to assess progress. Goodwater Montessori teachers will employ both summative and formative assessments to monitor academic success and improve teaching and learning every day. Information gathered from these assessments will be reviewed and analyzed to better serve the student through student-specific planning and teaching. There will be evaluative procedures and goal setting to support the teacher in his/her drive to be effective. Teachers at each level will meet weekly to review both the summative and formative progress of their student population. In these level meetings, the lead level teacher will serve as a mentor to all teachers on that level.

The school will also administer formative and summative assessments related to the state-mandated STAAR tests, as well as the STAAR tests themselves. In Year 1, 131 students will participate in STAAR testing (3<sup>rd</sup> grade – 6<sup>th</sup> grade).

The weekly Wednesday staff development and planning time will allow for the analysis of all data on a classroom and grade level basis. This will allow teachers and administrators the opportunity to identify problems and discuss and implement changes and corrections as a team. 100% of students will benefit from this activity.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WilCo Montessori Partners (WCMP) is the non-profit organization formed in December 2013 to create Goodwater Montessori School. WCMP received the charter in July 2016 from the Texas Education Agency (TEA) allowing it to operate the school in Williamson County beginning in 2017.

The WCMP Board is currently composed of individuals with experience in financial management, school board leadership, school administration, property management and real estate, fundraising, and nonprofit leadership. The Board will serve as the governing body of the school.

The Board of Directors is responsible for the management, operation, and accountability of Goodwater Montessori School, as stated in the Generation 21 Charter Application. The Board members will report directly to the President of the Board and are assigned specific committees or responsibilities for management and stewardship of the school based on their professional experience and skill sets.

As stated in the Generation 21 Charter Application and Texas Education Code, the WCMP Board has the following non-delegable duties:

- Adopting or amending budgets
- Directing the safekeeping and disposition of public records
- Adopting the policies of charter school operations
- Approving audit reports
- Hearing grievances
- Initial and final authority to hire or terminate the Head of School

The Head of School will be hired by and report directly to the Board. The Board will provide "strategic direction, fundraising work, and integral functions that will sustain the development of the school." The Board will collaborate with the Head of School to support her work as chief executive and manager of the curriculum.

The WCMP Board will continue to adhere to Texas Open Meetings regulations by ensuring that all meetings in which the business of Goodwater Montessori School is discussed will be posted publicly and held in an open forum for the public.

In accordance with statutory requirements, WCMP Board Members will participate in 12 hours of training in their first year of service and six hours every remaining year of service.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WilCo Montessori Partners (WCMP) Board of Directors, as the governing body and authorized public chartering agency, will provide stewardship and oversight to the operations, fundraising, financial management, and academic accountability of Goodwater Montessori School.

The Board President and Treasurer will work with the Business Manager and Head of School to ensure proper financial record keeping, reporting, budgeting, and spending by Goodwater staff. The school will purchase a comprehensive financial management software package that ensures compliance with all TEA and federal guidelines.

By Year 3, funding from the start-up grant will cease. While the bulk of the funds from the grant will be used in the start-up year and Year 1, the Board will ensure that any program or operations still receiving funds through Year 2 will be covered by the per-student allotment from the state and other means of fundraising.

The bulk of the school's operating budget beginning in Year 1 will come from state funding based on student enrollment. The current 5-year budget for the school shows a surplus of funds beginning in Year 2, providing for future growth and healthy reserves. Other funds will come from Pre-K tuition from 3- and 4-year old students who do not qualify for state assistance, as well as after school program fees (neither of which will be commingled with state funds).

The Business Manager will provide ongoing reports and updates to the Board regarding student enrollment, cash balances, income, spending, planned and unplanned future expenses, and all other financial and enrollment data. Monthly Board of Directors' meetings provide for a consistent opportunity for oversight of the financial condition of the school. The Board and the Head of School will make adjustments as needed should enrollment be less than expected.

The start-up costs at a Montessori school are often a bit higher than those of traditional schools due to the hands-on materials required to create an effective Montessori environment. Once the materials and furniture for the 13 Year 1 classrooms are purchased, the annual classroom costs beginning in Year 2 will be significantly lower as the materials are of very high quality and meant to last for years. Additional years will see nominal expense for Montessori materials purchased for additional classrooms and to replace well-worn items.

Furthermore, the school plans to pursue additional grant funding and implement an annual giving program once the school opens. The Board has a fundraising committee to research, cultivate, prepare, and carry out fundraising activities to support the ongoing operations of the school and the creation of a capital fund for long-term expansion. This committee will be responsible for ensuring that the school creates and maintains relationships with community supporters and investors both through individual networking and business solicitation. The committee will also work with school staff in pursuing grant funds from private and public sources for new and ongoing operations. The Board has already established relationships with local and state organizations that are interested in supporting the school once students are enrolled.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Goodwater Montessori School has not submitted any requests for waivers as of the submission of this grant application.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

**Note: All applicants must address this statutory requirement.**

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The mission of Goodwater Montessori School - to provide an exceptional Montessori education to all children and their families, encouraging a lifelong love of learning and active participation in their communities and the world - aligns with the purpose of this federal grant program to expand the number of high quality charter schools. The Montessori Method is well researched, in place at more than 22,000 private and public schools worldwide. Goodwater Montessori School will offer a true Montessori environment featuring mixed-age classrooms, Montessori curriculum and materials, individualized instruction, and Montessori-trained teachers with undergraduate or graduate degrees. Teachers will be trained by the world's most prestigious Montessori accrediting organization, Association Montessori Internationale (AMI). This intense training gives teachers the tools to work with students in delivering academic lessons and to observe, direct, and assess student progress.

The effectiveness of this method begins with the Montessori materials and furniture. A large portion of the grant funds will be used to obtain these high-quality, rugged, and long-lasting materials, which are included in the supplies section of this grant. The furniture, also part of the grant request as capital outlay, is a key piece to an effective prepared Montessori classroom, as it must accommodate the materials and the movements and work of small bodies in the classroom. Also included are materials for the outdoor portions of the classroom, a vital extension of the indoor Montessori environment. The first year startup costs to create 13 Montessori classrooms are significant and will be crucial to carrying out the mission of the school in both the short and long term to ensure student mastery of the work.

Supporting the operational success of the school is integral to the long-term sustainability of Goodwater Montessori. Grant funds have been requested to cover the software needed to collect, process, and evaluate financial and student records in accordance with TEA's Public Education Information Management System (PEIMS). The school is also requesting funds to cover staff salaries for the start-up period in the summer before the school opens so that the staff is well prepared for their roles as instructors and administrators in a new, start-up charter school.

Also key to the success of this program is the effectiveness and satisfaction of the school staff. Goodwater Montessori places a high priority on hiring Montessori-trained teachers and is committed to their professional development. Non-instructional staff will be well trained according to TEA requirements in their respective roles to maximize the delivery of the curriculum. Funds requested will go toward these activities in Years 1 and 2. Evaluation of this training and development will occur concurrently by all staff to make necessary changes to maximize its effectiveness. Goodwater Montessori is committed to supporting its staff and ensuring their satisfaction to achieve high staff retention rates.

The education and nurturing of the Whole Child is a unique part of the Montessori curriculum. This grant request includes funding for the library, the Special Needs program supplies, and professional development for the Special Needs instructor. The Montessori library serves as an extension of the classroom where students find books to open up their minds and emotions to extend their classroom learning. The borrowing of books promotes social development and development of responsibility, among many other objectives. While the Montessori materials are optimized to meet the different needs of students, funding is also needed for separate materials and instruction for those who have special needs not met in the classroom.

Student retention in the Montessori classroom is critical. With the mixed age classrooms, students will spend three years in the same class. Returning students serve as models to the new students in Montessori lessons and classroom expectations. This grant request includes funding for parent communication software, student recruitment activities, and student records with the objective of cultivating good relationships with families to promote student and family retention.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note: All applicants must address this statutory requirement.**

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Goodwater Montessori School will comply with all components of section 613(a)(5) and 616(e)(1)(B) of the Individuals with Disabilities Act. Pursuant to the Individuals with Disabilities Education Improvement Act, Goodwater Montessori will use programs consistent with the state policies and procedures governing special education and will develop plans using the online Legal Framework for the Child-Centered Process following this guidance.

The proposed facility will comply with all Americans with Disabilities Act (ADA) requirements as laid out for charter schools, as well as adhere to local building codes for ADA compliance.

Goodwater Montessori's Special Education services will be supervised by a highly qualified and state-certified Special Education instructor with expertise in diagnostics, management, and delivery of services. While inclusion of all students is an important part of a Montessori classroom, the school will provide a separate space to be used for individualized instruction for Special Education delivery such as occupational therapy or speech therapy or any other services deemed appropriate after identification and assessments.

The Special Education instructor will work with children in groups or on an individual basis both in the main classroom and in the separate space provided for Special Education services as needed. When additional services are deemed necessary and outside the scope of the Special Education instructor's skills, the school will bring in consultants based upon guidance from the Region 13 Education Service Center Special Education department professionals. School leaders have already coordinated with the Region 13 staff to identify potential contracted service providers. During the start-up year of 2016-2017, the school will identify specific contractors and agencies with which to coordinate services and provide professional development to Goodwater Montessori staff.

The school anticipates that the student population will be reflective of the surrounding school districts and county, with an estimated 8.6% requiring Special Education services. While school leaders are excited to bring the advantages of Montessori curriculum to these students, they understand that the Montessori classroom alone may not meet all the needs of certain students, requiring intervention from the Special Needs instructional staff in the customized special needs delivery classroom.

Goodwater Montessori will use Child Find, which requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities; parent referrals; and teacher referrals to determine which students require assessment. The school will recognize students previously determined to require services and identify students through Response to Interventions (RTI). When they are identified, the school will refer students for appropriate assessments with trained staff or consultants to assess skills and disabilities. Once established, the teachers and administrators will serve students in compliance with Individualized Education Programs (IEPs) and maintain compliance with IEPs. Teachers, with the Special Education instructor, will monitor student academic progress with summative and formative assessments, and the school will ensure parent and staff communication and collaboration, as well as train staff.

The school will use the Admission, Review, and Dismissal (ARD) process to discuss and review progress with parents to determine the success of the specialized instruction for their children. Goodwater Montessori will implement the RTI Blueprints: School Building Level Edition, Texas Version 2010 provided by the TEA to create policies and procedures to serve students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 12:** Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
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County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 246802

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to Be Served in 2017-2018.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	72	41	50	50	50	31	20	20							334
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	72	41	50	50	50	31	20	20							334

Not Applicable – No students will be served during the 2017-2018 school year. ☐**Total Staff** 37**Total Parents** 500**Total Families** 250**Total Campuses** 1

**TEA Program Requirement 2: Population to Be Served in 2018-2019.** Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	72	41	50	50	50	50	31	20	20						384
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	72	41	50	50	50	50	31	20	20						384
<b>Total Staff</b>															40.5
<b>Total Parents</b>															576
<b>Total Families</b>															288
<b>Total Campuses</b>															1

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Schedule #17—Responses to TEA Program Requirements (cont.)															
County-district number or vendor ID: 246802										Amendment # (for amendments only):					
TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>															
Not Applicable – No students will be served during the 2017-2018 school year.															X

TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.			
	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
Not Applicable – No students will be served during the 2017-2018 school year.			X

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 246802			Amendment number (for amendments only):	
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	X	X
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	X	X	X
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	X	X
B09	Provide parenting training	<input type="checkbox"/>	X	X
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	X	X

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 246802		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	X	X
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>		X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education		X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	X	X	X
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	X	X
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	X
C03	Conduct home visits by staff	<input type="checkbox"/>	X	X
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	X
C06	Provide mentor program	X	X	X
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	X	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 246802

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
C10	Strengthen school/parent compacts	X	X	X
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
C12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	X
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	X	X	X
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	X
D03	Conduct home visits by staff	<input type="checkbox"/>	X	X
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	X
D05	Provide mentor program	X	X	X
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	X	X
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	X
D08	Provide comprehensive health education programs	<input type="checkbox"/>	X	X
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
D10	Establish school/parent compacts	X	X	X
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	X
D12	Provide conflict resolution/peer mediation strategies/programs	X	X	X
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	X
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	X	X
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 246802

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	X
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	X
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	X	X
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	X
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	X	X
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	X	X
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	X
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	X
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	X
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	X
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	X	X
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	X
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	X	X
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	X	X
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	X
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	X	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	X	X
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	X	X
H03	Provide training for parents	<input type="checkbox"/>	X	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 246802

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	X	X
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	X	X
K02	Develop and implement a truancy intervention plan	X	X	X
K03	Conduct home visits by staff	<input type="checkbox"/>	X	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	X	X
K05	Provide mentor program	X	X	X
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	X
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	<input type="checkbox"/>
K08	Strengthen school/parent compacts	X	X	X
K09	Develop/maintain community collaborations	<input type="checkbox"/>	X	X
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	X	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	X	X
M02	Conduct home visits by staff	<input type="checkbox"/>	X	X

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<b>Barrier: Lack of Support from Parents (cont.)</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	X	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
M05	Establish school/parent compacts	X	X	X
M06	Provide parenting training	<input type="checkbox"/>	X	X
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	X
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	X

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<b>Barrier: Lack of Knowledge Regarding Program Benefits (cont.)</b>				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barriers</b>				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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